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EDUCATIONAL NEEDS HAVING IMPLICATIONS FOR THE
HOME ECONOMICS PROGRAM. XII FRIENDSHIP
SELECTIONS OF NINTH GRADE GIRLS AT
JOHN HOPE SCHOOL, INDIANAPOLIS

by

Marian Frances Anderson

A Thesis Submitted to the Graduate
Faculty for the Degree of
MASTER OF SCIENCE

Major Subject: Home Economics Education

Signatures have been redacted for privacy

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INTRODUCTION

Social development means the attaining of maturity in social relationships. One indication of social maturity is satisfactory adjustment to one's peers. The friendship status of adolescents is one indication of adjustment to peers. It is this adjustment with which the present study is concerned.

Cole¹ stated that during the adolescent years, both boys and girls are usually given greater freedom in the choice of companions than existed before. This is probably the result of a broader social environment and partly because of less restriction on the part of the parents.

According to Cole², parents should not dominate the selection of friends during the adolescent period. She stated that:

An adolescent's friends should not be chosen for him by his parents. Naturally, adolescents will choose some undesirable acquaintances: no one can judge character accurately who is so inexperienced and so easily deceived by externals as the average adolescent. Instead of getting into a panic and attempting to terminate such friendships by sheer authority, the parents should use these incidents as so much education in the judgement of character. No serious harm is likely to come unless the parents, by an uncompromising attitude, drive the adolescent out of his own home and force him to meet these undesirable individuals secretly.

1 Cole, Luella. Psychology of Adolescence. Rev. ed. New York, Farrar and Rinehart, Inc. p. 238, 1942.

2 Ibid., p. 8

In the change from the dependence of childhood to independent adulthood an adolescent seeks satisfactory answers to many problems. Cole³ has grouped these problems into areas of human interest and activity. A portion of her classification is given here:

- I. Emotional Maturity
 - A. Substitution of harmless for harmful modes of expressing emotion
 - B. Learning to react to emotional situations objectively
 - C. Learning to accept criticism without hurt feelings
 - D. Learning to face things that are unpleasant instead of running away from them.
- II. Social Maturity
 - A. Development of a sense of security in one's social milieu
 - B. Ability to get along with others in ordinary relationships
 - C. Ability to take part in the work of a group, without trying either to dominate it or to withdraw from it
 - D. Freedom from such extreme dependence upon one's social group that one thinks constantly of what others are going to say about one's behavior, clothes, etc.
 - E. Development of tolerance toward other nationalities, races, or social groups.
- III. Use of Leisure
 - A. Development of hobbies that are interesting but do not make severe demands upon vitality
 - B. Learning to play well some common games that do not require much equipment
 - C. Learning to read easily and well
 - D. Membership in a few clubs or other organizations

The establishment of satisfactory relationships with ones own age mates is one of the problems of social maturity suggested by Cole that directly relates to the

³ Ibid., p. 296.

formation of friendships.

Havighurst, Prescott and Redl,¹ also recognized the importance of social adjustment of adolescents. They gave as one of their developmental tasks a new orientation to age mates of both sexes. They wrote:

The boy or girl just emerging from the close family circle tries to free himself from the pressure of family opinion and in the process needs the moral support of his peers. Group opinion becomes all-important to him. Approval or disapproval of peers becomes the most influential force in motivating adolescent conduct.

As he passes through adolescence, the child must learn to deal with people as his equals. As a child in a family, he has little opportunity for this, because the parents are in authority over him and the brothers and sisters are above or below him in an age hierarchy. He must now, as an adolescent, learn that reciprocity is necessary in human relationships. The goal is to be able to assume leadership where one can be a good leader but not to be compelled to dominate; to be able to cooperate with others for a purpose rather than because of the personalities involved.

The school is responsible for only one aspect of the child's environment and therefore can influence his social development only to a limited extent. Because social development seems to be such an important aspect of growth of the adolescent the school environment should stimulate this growth as much as possible. In order to make this environment most conducive to

¹ Havighurst, R. S., Prescott, D. A., and Redl F. General education in the American high school. New York, Scott, Foresman and Company. p. 107. 1942.

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growth teachers must understand the social development
of individual children.

REVIEW OF LITERATURE

Studies of friendships have revealed some interesting facts. Williams¹ reported that what boys looked for in friendships were fairness, fun, sportsmanship, friendliness, and athletic ability. Boys selected their friends from a group of boys of their own chronological age and showed a preference for those of the same mental age. Jenkins² found socio-economic status of the parents to be an important criterion in the selection of friends in junior-high-school groups. Boys and girls at this age choose their friends from the same or higher socio-economic level more often than from a lower level. Wellman's³ study of junior-high-school students revealed that girl friends were more alike in scholarship than in other characteristics, while boy friends were more alike in height, intelligence quotient, and chronological age than in scholarship.

Characteristics of children who are most and least popular with their associates have been described by

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- 1 Williams, P. E. A study of adolescent friendships. *J. Genet. Psychol.*, 30: 342-346. 1923.
 - 2 Jenkins, G. G. Factors involved in children's friendships. *J. Educ. Psychol.*, 22: 440-448. 1931
 - 3 Wellman, B. The school child's choice of companions. *J. Educ. Res.* 14: 126-132. 1926.

Hardy¹. Several hundred children who were subjects in a four-year investigation, which began when the children were in the third grade, and concerning whom a good deal of information was available, were asked in private interviews: "With whom do you like to do things when you are just fooling around or when you play games? Which of the children do you like best?" Comparisons were then made between a group of thirty-eight children who were frequently mentioned as liked best and a group of fifty-four pupils who seldom or never received such mention. It was found that the best liked children were far superior to the least popular children in their general classroom behavior; few of the former group were reported by teachers as having difficulty in getting along with other children, while over half of the least popular were described as being unable to work and play amicably with their associates. The best-liked children had somewhat higher average intelligence and scholastic ratings.

In a study by Jennings², sociometric techniques were applied at intervals during a period of two years

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- 1 Hardy, M. C. Social recognition at the elementary school age. *J. Social Psychol.* 8: 365-384. 1937
 - 2 Jennings, Helen. Structure of leadership-development and sphere of influence. *Sociometry* 1: 99-143. 1937.

and seven months to study affinities between members of a group and evidences of leadership. The subjects were girls aged twelve to eighteen years, in a training school. From an earlier study, it appeared that the choosing of table associates, "eating at the same table," provided a basis for the study of the role occupied by the individual members. Among the findings were the following: In a group structure that already is highly developed and quite firmly established, it may be very difficult for a child who is on the fringe to enter and participate; leadership appeared to be a process of choosing as well as being chosen. It was observed that incipient leadership was indicated by the fact that children on their way to a leading position would choose individuals who already occupied a position of leadership, even though such choices at first met with no reciprocation or encouragement; children who suddenly moved into a prominent position were more likely just as suddenly to lose their prominence than were the individuals who pushed steadily and gradually to the fore. Once a child had acquired a prominent position through persistent effort, she was not easily displaced.

Seagoe¹ reported that two principles were involved

¹ Seagoe, M. V. Factors influencing the selection of associates, J. Educ. Res. 27: 32-40. 1933.

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in the selection of friends of children from the fifth to the eighth grades. These were immediate nearness, and similarity in mental capacity and ability. The mean distance between the homes of friends was 0.26 of a mile as compared with 0.92 of a mile from unselected pupils. About 75 per cent of the friends were in the same grade in school. The mental ages of the friends were more alike than the intelligence quotients, and there was a marked relationship in athletic ability, cleanliness, courtesy, and personality traits.

METHOD OF PROCEDURE

In order to understand the individual development of pupils it is necessary to know certain environmental conditions under which they live outside of the school.

The present study is concerned with the friendship selections of ninth grade girls at John Hope School in Indianapolis. The purposes of this study were; (1) to discover the type of friendship selections among ninth grade girls at John Hope School and (2) to discover relationships between friendship status and certain other factors in the environment.

Factors of the general environment of the girl which it was believed might effect her friendship selections were; (a) housing of the family (b) origin of the family (c) status of the family as indicated by occupation (d) community activities of the family (e) leisure time activities (f) parent's plans for the education of the girls. All of these factors were used to describe the girls as a group. Certain of the mutual groups or isolated girls were described in relation to these factors. Correlations were computed to show the relationship between the types of friendship selections and (a) occupation of the mother, (b) activities in which the girls participated, and (c) type of neighborhood in which girls lived.

In this problem of friendship selections of girls,

111 girls were used between the ages of 12 and 17. All of these girls were enrolled in home economics classes during the fall semester. Questionnaires were prepared which included items that the writer felt were important in personality development and in determining one's ability to make and hold friends and to find one's place in a social group. The questionnaires were not given to the girls until October, since some of the girls were recent entrants in this school and it was believed that they should have some time to adjust themselves. The girls were assembled, the questionnaires were given to them and discussed. Definitions of various terms were placed on the blackboard in order that their thinking might be the same concerning interpretation of some of the items included. The writer was surprised to find that some of the girls were not familiar with much of the information concerning their own parents and the family background. Since home economics class periods for three days had been set aside for filling out the questionnaires, the girls were asked to make note of information needed and to ask their parents' assistance in answering the questions. However the original sheets were not taken home.

In many cases it was necessary to have interviews with the girls in order to clarify some of the statements

which they had made. Later when the results were being tabulated conferences were held with those girls whom no one in the class had chosen as friends.

Girls who were absent at the time set for filling out the questionnaire were allowed to fill out theirs at other times during the semester.

The ninth grade guidance records cards which are used for all entering ninth grade pupils (sample card in Appendix) gave some of the data used in this study. I. Q's. were taken from permanent record cards which the girls had since entrance in the Indianapolis schools.

In general the data for these studies were obtained from (1) questionnaires answered by girls in the study; (2) interviews with selected girls; (3) interviews with certain teachers and the social service worker at the school; and (4) some material taken from Township Trustee records made by the writer when doing social work in the same community.

As a part of the questionnaire the girls were asked to name their three best friends as a basis for the use of the sociogram. This was an adaptation of sociometric testing as developed by Moreno. He defined sociometric testing in the following manner.

An instrument to measure the amount of organization shown by social groups is called a sociometric test. The sociometric test requires an individual to choose his associates for any group of which he is or might become

a member. He is expected to make his choices without restraint and whether the individuals chosen are members of the present group or outsiders.¹

The group was alphabetically listed and each girl was given a number to use in the place of her name. Seven of the girls in the group did not complete their questionnaires. These girls were included in the sociogram but were not counted in tables found in the description of the group.

1 Moreno, J. L. Who shall survive? Washington, D. C. Nervous and Mental Disease Publishing Company, p. 11. 1934.

FINDINGS

When organizing the material in this chapter, some of the data concerning environment and some concerning personal characteristics of the girls were used to describe the group studied. Other data were used to prepare sociograms that indicated the friendship status of each girl. Certain of the factors were studied in relation to the girls' choices of friends.

One personal characteristic of the girls used in this study was I. Q. The distribution of the I. Q's of these girls is shown in Table 1. Eighteen and three tenths percent of the girls had I. Q's below 90 and 12.5 percent of the group had I. Q's 110 or above.

Table 1

Students' Intelligence Quotients

Rating	No.	%
Above 140	--	--
120 - 140	1	1.0
110 - 120	12	11.5
90 - 110	72	69.2
80 - 90	16	15.4
70 - 80	3	2.9
Below 70	--	--

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A second characteristic of the girls studied was age. Of the 111 girls used in this study, the largest number was found to be fourteen years of age. The classification of girls according to ages as found in Table 2 indicates that 8 percent of the girls were thirteen, 55 percent were fourteen years of age, 30 percent were fifteen years old, 3 percent were sixteen years of age, and one girl was seventeen.

Table 2

Chronological Ages Of The Girls Used In Study

Years	No.	%
Thirteen	9	8.7
Fourteen	58	55.7
Fifteen	32	30.7
Sixteen	4	3.8
Seventeen	1	1.0

One aspect of the environment that was studied in relation to this group was the sections of the United States from which the girls came. Table 3 indicates that 67 percent of the girls had always lived in the North and that 18 percent had lived in the border states. Only 15 percent of the group came from the South.

Table 3

Section Of United States In Which Girls Had Lived
Before Coming To Indianapolis

Area	No.	%
North	70	67.3
Border States	18	17.3
South	16	15.4
East	0	--
West	0	--

Table 4 shows the section of the United States in which the parents of the girls in the study had lived. Families that had always lived in Indianapolis are included with other families that had always lived in the North. For purposes of this study, the varied area included families that lived in the extreme North or the far East or West. This table shows that the largest percentage of the parents had lived in the South. The largest percentage of the girls themselves had always lived in the North.

Table 4

Residence Of The Family Before Coming To Indianapolis

Member Of Family	North No.	Border States No.	South No.	Varied Area No.
Parents	23	22	35	20
Mother*	4	5	10	1
Father*	7	11	2	--
Girl	70	18	16	--

*Mothers and Fathers were tabulated separately if they came from different areas of the United States.

It was felt that the number of years that the family had lived in Indianapolis, might be an influencing factor on the friendship selections of the girls. It was found that 64.4 percent of the group had lived in Indianapolis for fourteen years or more. Only 2.9 percent of the girls had lived in the city from ten to thirteen years while 6.7 percent had been there from five to nine years; 19.2 percent from two to four years, and 6.7 percent for a year or less.

Table 5

Number Of Years Family Has Lived In Indianapolis

Number Of Years	No.	%
0-1 year	7	6.7
2-4 years	20	19.2
5-9 years	7	6.7
10-13 years	3	2.9
14 -- years	67	64.4

Another factor of environment that was studied was the type of neighborhood in which the girls lived. Neighborhoods were classified as bad, fair and good. Cole's¹ classification of bad neighborhoods was used by the writer for the present study. She classified three types of districts as bad neighborhoods for family residences. These were: (1) business districts, (2) manufacturing districts, and (3) districts in which the nature of the population was changing. The "fair" district was bordering on the "bad" district and had a few business and manufacturing concerns. Another way to describe this classification of districts was in terms of the play facilities for children.

In the bad areas of Indianapolis, there were no playgrounds and very few of the yards had space in which the children could play. In the area which was classified as "fair" there was a community center with recreational equipment such as swings, sliding boards, merry-go-round, see-saws, a baseball diamond, and both indoor and out-of-door basketball equipment. There was also a space for indoor recreation and craft classes were held all during the year. In the community classified as "good" there was a community center, a skating rink and a large city park. The swimming pool was at the city park. The homes in this area had large yards where children could play.

¹ Cole, Luella. Psychology of adolescence. Rev. Ed. New York, Farrar and Rinehart, Inc. p. 342. 1936.

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Families of the girls in this study lived in all three types of neighborhoods as may be seen in Table 6. Only twelve of the girls lived in neighborhoods classified as good. Thirty-seven girls lived in bad neighborhoods.

Table 6

Community Areas In which Families Lived

Type of Community	No.	%
Bad	37	35.6
Fair	55	52.8
Good	12	11.5

Another factor of environment studied was the space that the girls had in their homes. This was determined by the number of rooms in a house as an indication of its size and also by the number of families living in the house.

Table 7

Sizes Of The Dwellings Occupied By
The Girls And Their Families

Number of Rooms	No.	%
10	1	1.0
9	4	3.8
8	8	7.7
7	17	16.3
6	24	23.1
5	28	26.9
4	15	14.4
3	7	6.7

It was found that the largest number of girls in the group lived in houses of five and six rooms. There were 26 per cent in the five room dwellings and 23 per cent in the six room dwellings. The next largest number of girls lived in houses of four and seven rooms; 14.4 percent lived in four rooms; and 16.3 per cent lived in seven room houses. Nearly 7 percent lived in three room dwellings and 7.7 per cent lived in eight room houses.

The amount of available space for each family would be influenced by the number of families living in the house. So far as the number of families living in the dwelling was concerned the families of most of the girls in this study seemed to have adequate space. Data in Table 8 show that families of 82.6

per cent of the girls in the group lived alone; that 14.4 per cent had two families to a dwelling; and that 1.0 per cent had four families and another 1.0 per cent had five families living in the same house.

Table 8

Number of Families Housed in One Dwelling

Families	N	%
One family living in the house	86	82.6
Two families living in the house	15	14.4
Three families living the house	1	1.0
Four families living in the house	1	1.0
Five families living in the house	1	1.0

Another factor studied was the number of houses a girl had lived in during her lifetime. Girls were asked to list the number of houses in which they had lived. Seven of the girls stated that they did not remember how many houses they had lived in because they had been rooming and that they had moved a number of times in one year. Data in Table 9 indicate that the largest number of girls had lived in only one house during the lifetime of the girl. Twenty-nine per cent of the group had lived in only one house; 20 per cent

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of the group, in six houses; 16 per cent, in four houses; 15 per cent, in two houses; 11 per cent, in five houses and 6 per cent, in three houses.

Table 9

Number of Dwellings Lived in During the Lifetime of the Girl

Number of Houses	N	%
Six	21	20.2
Five	12	11.5
Four	17	16.3
Three	7	6.7
Two	16	15.4
One	31	29.8

Whether families lived in rooms, owned their homes, or rented their homes might have been one of the factors of housing influencing the friendships of girls. In Table 10 it was found that 60 per cent of the families rented their homes, 23 per cent were buying them and that 14.4 per cent owned their homes. Only 1.9 per cent of the families were rooming at the time the study was made.

Table 10

Status of the Family Indicated by Housing

Status	N	%
Own	15	14.4
Rent	63	60.5
Rooming	2	1.9
Buying	24	23.1

Economic Status

The economic status of the Negro family is often determined somewhat differently than the status of white families. Frequently Negro women have been better able to secure work than Negro men. Many Negro workers before the war were in domestic service and in jobs requiring unskilled labor. Even when many jobs for men were closed to Negroes, the Negro women were able to secure domestic service positions. These jobs were often poorly paid but they often brought in more money than the odd jobs upon which the men frequently depended. Negro women in domestic service are usually cooks or maids. The Negro men in domestic or personal service are chauffeurs, butlers, pullman porters and waiters. These are preferred occupations, paying wages above those of unskilled labor.

Since there seemed to be no satisfactory classification of occupations for Negroes the writer prepared a classification which seemed appropriate for the group in Indianapolis. According to this classification group I included prominent professional people such as doctors, dentists, lawyers, teachers, and ministers; group II, less prominent lawyers, ministers and the owners of small businesses; group III, government workers such as firemen, postal workers and those holding political jobs; group IV the skilled laborers and Group V, the unskilled laborers.

Table 11

Occupations Of Fathers And Mothers Living In The Home

	Group 1	Group 2	Group 3	Group 4	Group 5
	No.*	No.	No.	No.	No.
Fathers	2	5	4	15	52
Mothers	54	0	4	10	21

*Fourteen girls did not know about the occupations of their mothers and fifteen did not know about their fathers' occupations.

The classification of occupations for the mother would differ from that of the father. Therefore, a different classification of occupations of women was prepared for use in this study. The mothers who are

able to stay at home were classified in group 1; group 2 included professional women; group 3 included the owners of small businesses; group 4 included defense workers, women in foundaries and laundries and group 5 the women who did day work.

Family Organization

The information in Table 12 shows that of the total group 57.7 percent lived with both father and mother. Twenty-four percent of the mothers were taking care of their children alone as a result of separation, divorce or death. There was a somewhat greater difference in the case of the fathers where only 5 percent were taking care of the children alone. One girl had a step-father and one had a stepmother as indicated in items two and three of Table 12. In 10 percent of the cases the girls lived with grandparents, aunts, uncles or cousins. In 63 percent of the cases where girls lived with these relatives, the girls reported that they preferred to live with relatives other than fathers and mothers. In the remaining 36 percent death of the supporting parent was the reason given for living with other relatives.

Table 12

Relatives With Whom The Girls Lived

Relation To Girl	No.	%
Mother and Father	60	57.7
Mother and Stepfather	1	1.0
Stepmother and Father	1	1.0
Mother	25	24.0
Father	6	5.7
Other Relative*	11	10.6

*Other relatives include grandparents, aunts and uncles, and in two cases cousins.

The length of time that a girl had lived in the family that she now lived in was thought to be an influencing factor. Seven of the girls had lived with the present family for one year; four girls, from two to five years, and 5 girls from six to twelve years. Fifty-one percent of the girls had lived with their own families for thirteen years or more and almost seven percent had lived with a relative for thirteen years or more.

Table 13

Period Of Time Girl Had Lived With Family
With Whom She Was Living At Time Of The Study

Number Of Years	No.	%
0-1	7	6.7
2-5	4	3.8
6-12	5	4.8
13 and over (relative)	7	6.7
13 and over (own family)	53	50.9

*There were 18 girls who did not answer this question and 10 who stated that they did not know.

Recreational activities of these girls were also studied. One of the recreational activities included in this study was movie attendance. It was found that while 90 of the girls attended the theater there were 14 who reported that they did not go at all. The largest number of the girls went to the theater in the evening. There were only 19 girls in the group who went to the theater only in the afternoon while 28.8 percent went either afternoon or evening.

Table 14
Theater Attendance

Time	No.	%
Afternoon	19	18.3
Evening	41	39.4
Afternoon and evening	30	28.8
Did not attend	14	13.5

The purpose of this study was not to make any comparison of the types of hobbies that the girls had but rather to give some indication of how the girls used some of their leisure time. No attempt was made to find out whether the mutual girls had more hobbies than the isolated girls or visa versa. Dancing was mentioned more often by the girls than any other type of hobby. Other hobbies which a number of girls listed were: skating, reading, singing, swimming, cooking and riding

a bicycle. Many of the girls listed collecting such items as stamps, autographs, pictures, paper dolls, photographs, books and records.

Table 15
Types Of Hobbies

Hobby	No.
Dancing	49
Skating	37
Reading	24
Singing	21
Swimming	13
Cooking	11
Bicycle riding	8
Drawing, painting and handcraft	7
Sewing	7
Playing the piano and instruments	6
Movies	5
Music	5
Knitting	5
Movie stars	3
Bowling	2
Acting	2
Telling stories to children	2
Writing poems	2
Printing and typing	2
Basketball	2
Collecting pictures	2
Playing	2
Hiking and walking	2
Baseball	2
Styling hair	1
Autographs of famous people	1
Reading funny books	1
Collecting stamps	1
Collecting poems	1
Making scrap books of bible pictures	1
Collecting paper dolls	1
Collecting photographs	1
Making scrap books	1
Collecting records	1
Writing letters	1

Table 16
Parents' Plans For The Education
Of The Girls

Plan	Mother	Father
	No.	No.
Graduate from H. S.	34	31
Graduate from college	48	47
Go as far as possible	4	6
Girl did not know	8	10
Work during H. S.	0	1
Work following H. S.	0	1
Attend graduate school	1	1

The parents' plans for the education of the girls (Table 16) as well as the girls' plans concerning their own high school education was another factor studied. Ten girls stated that they did not know the fathers' plans for their education. There were eight girls who did not know the mothers' plans. Forty-eight mothers and forty-seven fathers wanted the girls to graduate from college. Thirty-four mothers and thirty-one of the fathers wanted the girls to graduate from high school. Only one mother and one father listed graduate school. None of the mothers' plans included working, however, one father planned to have the girl work during high school and another planned work immediately after high school graduation.

Table 17

Girls' Plans Concerning High School And College Education

Plan	Before Graduation		After Graduation	
	No.	%	No.	%
Complete H.S.	101	97.0		
Go to work	1	1.0		
Work and study	1	1.0		
No high school plan	1	1.0		
Enter College			59	56.6
Work			14	13.4
W.A.C. (Join)			1	1.0
Study beauty culture			3	2.9
Business course			3	2.9
Nurse training			10	9.6
No plan			14	13.4

Of the girls used in this study 97 per cent planned to complete their high school training. One girl planned to go to work. Another member of the group planned to go to school and work at the same time. There was only one girl with no plan. Table 17 also shows that 56.6 per cent of the group planned to enter college. Another factor of environment studied was participation in community organizations. It was interesting to note that while the number of parents in community activities was very small with the exception of church attendance there were six mothers who belonged to the Y.W.C.A. and no fathers who belonged to the Y.M.C.A. Twenty-six mothers and two fathers attended PTA. There

were twenty-three mothers who went to the community centers while only seven fathers were listed. The number of fathers and mothers attending church was nearly equal, however, eight more mothers were listed than fathers.

Table 18

Organizations to Which the Parents Belonged

Organization	Mother	Father
Y.W.C.A.	6	
Y.M.C.A.		1
P.T.A.	26	2
Church	90	82
Community Center	23	7

Most of the girls participated in some community activity, the largest participation being going to church. There were 79 girls who attended church; 41 girls who took part in extra-class activities; 39 who went to a community center and 28 who belonged to social clubs. At the time the questionnaires were filled out there were only 28 Girl Reserves, however, in the past there were 33 more who had belonged to this organization.

Table 19

Community Activities In Which Girls Participated

Activity	Present Time	Past
Girl Reserves	28	33
Social Clubs	28	-
Extra School Activities	41	-
Community Center	39	10
Church	79	17

Interest in musical instruments was shown by 32.8 per cent of the group. The girls listed eight different instruments. It was found that 17.3 per cent of the group played the piano. See Table 20. There were 70 girls in the class who did not play an instrument.

Table 20

Musical Instruments Played By The Girls

Instrument	N	%
Piano	18	17.3
Violin	7	6.7
Viola	1	1.0
Cello	2	1.9
Horn (bass)	3	2.9
Trumpet	1	1.0
Melophone	1	1.0
Bass Violin	1	1.0

Friendship Selections

The friendship selections of the girls found in figures 1, 2 and 3 indicate the girls' choice of "best" friends. In the friendship groupings, double lines signify a mutual choice of friends. A single line pointing toward another girl indicates a one-way choice in the direction of the arrow. Single lines which do not point to another girl indicate the choice of a friend outside of the group. Dotted lines are only used when one line crosses another but does not indicate a difference in meaning. A double circle indicates the point at which one group may be connected to another on a different figure. Numbers were used instead of girls names. Because it was felt that one figure would be too complex, eight figures were made.

Figure 1 shows two distinct mutual groups, the first made up of girls 81, 99 and 91 and the second made up of 79, 74 and 10. These girls each chose the other as their best friend. It will be noticed that these two groups are connected in 74's choice of 99 as one of her best friends.

In the group made up of 81, 91 and 99 the girls were each fourteen years of age, had normal or average

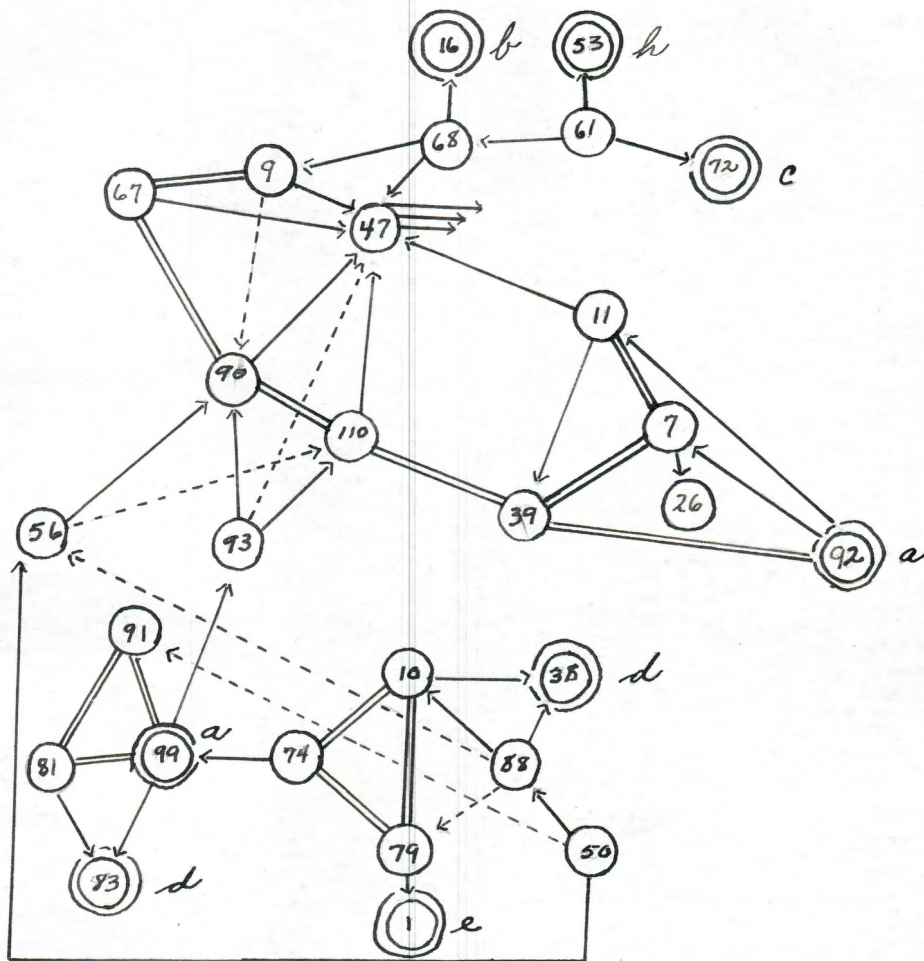


Figure 1.

Friendship Groupings

- a. Connected to same number on Figure 1.
- b. Connected to same number on Figure 2.
- c. Connected to same number on Figure 3.
- d. Connected to same number on Figure A.
- e. Connected to same number on Figure B.
- h. Connected to same number on Figure E.

I. Q's. and lived in the same housing group. The three girls planned to enter high school and as soon as they had completed their work at John Hope they planned to enter college. The parents of the girls 81 and 91 wanted them to finish high school and the parents of 99 were interested in seeing that she finished college. All of the mothers and fathers in the group agreed. Before coming to Indianapolis 81's parents lived in the border states. The parents of 91 were from the South and those of 99 from a varied area. As far as the girls were concerned, 91 and 99 had always lived in the North and 81 had lived in the border states. All three of them had always lived with their own families, 99 and 91 with both mother and father and 81 with her mother. Girl 81 had lived in four houses during her lifetime while 99 and 91 had lived in one. Girl 99's parents owned their home, 91's parents were buying theirs and the mother of 81 rented a house. In the case of 81, there were two families in the house whereas in the other two cases there was only one family in the home. Concerning community activities, 81 was the only one who took an active part at either of the three community centers. None of the parents did, except the mother of 99 who was an officer of the John Hope PTA and was a member of the

Y.W.C.A. The three girls owned library cards although 81 had not used hers during the past month. Girl 91 stated that she had used her card 20 times and 99's had been used 13 times. All of the girls belonged to the Girl Reserve group but no other social club. Girl 99 went to the theater only in the afternoon but the other two went to the theater afternoons and evenings. All of the girls and their parents belonged to the same church. Hobbies included singing, dancing, reading and playing the piano in the case of 91. Number 81 did not list reading as one of her hobbies. Both 91 and 99 had attended summer school classes. The occupation of the father in each case was classified in group five. The mother of 81 stayed at home, 91 did day work and 99 stated that she did not know exactly what her mother did but that she "helped a lady" sometimes but most of the time stayed at home.

Another "clique" found in this figure is very similiar to the one just discussed. The three girls, 10, 74 and 79 all lived in the same community area. They varied in ages, two being 14 years and the third, 13 years old. Each girl planned to enter high school at once and go through college. The parents of 10 and 74 did not agree concerning the girls' education and girl 10 did not know how her parents felt about her

education. All of these girls and their families went to Indianapolis from other areas. The families were somewhat broken in that 79 was the only one living with both mother and father; girl 74 lived with her mother and 10 with another relative with whom she had lived from two to four years. Families of 10 and 74 were renting their homes while family 79 was buying. Each girl had lived in five houses during her lifetime. There was only one family to a house and there were four rooms per house in each case. The girls stated that none of their mothers belonged to the Y.W.C.A., PTA or went to the community center, but girl 74 stated that her mother did go to the community center on special occasions. The girls were not Girl Reserves at the time of the study, but all of them had been. All of the girls owned a library card and had used it three or four times in the month before the data were collected. Two of them went to the theater only in the afternoon but 74 reported that she went both afternoon and evening. For a hobby each girl was interested in skating, and dancing, 10 added reading while 79 added basketball and bowling.

The girls played no musical instrument, nor did they take part in any of the summer activities at the school. As far as church connections were concerned

74 and 79 belonged to a Baptist Church and took part in the young peoples activities. The parents belonged to churches of the same denomination, but in the case of 74 they did not go to the same Baptist Church. Girl 10 had no church affiliations. Father's employment for girl 79 fell in group two, 74's father was in the Army and girl 10 did not know exactly what kind of work her father did. Jobs for the mothers of 74 and 79 were classified in group two while girl 10's mother was in group four.

Another interesting group is made up 11, 7, 39, and 92. If 39 had chosen 11 a mutual group, forming a triangle, would have been formed by 11, 7, and 39. If girl 11 had chosen 92 a rectangular group would have been formed.

All of the girls in this group were 15 years of age with the exception of one who was sixteen. The girls all received approximately the same grades and had normal I.Qs. They all planned to enter high school and hoped they would be able to go to college. The parents in two cases hoped the girls would be able to finish high school, while in the remaining two cases, parents wanted them to go to college. All had library cards which they used weekly. They were not Girl Reserves at the time of the study but had been in the past and listed no other social clubs. The mothers were

neither members of the school PTA nor of the Y.W.C.A. and no one was listed as taking an active part at any of the community centers. The girls all stated that they went to the theater in the evening and only two of them mentioned any definite church connections.

The formation of groups around girl 47 is interesting because she seems to be the center of a large group. Five girls who are attached to other groups by mutual friendships have chosen 47. Number 47 was the most popular girl shown in Fig. 1. Seven girls chose her as best friend although girl 47 chose no one within the group studied. A summary of data about case 47 can be found in the appendix.

In Fig. 1 there were two girls who would have been isolated from the group except that they were connected merely by one girl of their own choice.

These girls were 61 and 50 both of whom lived in the same community. The girls were both in a different age group. Girl 61 was fourteen years of age and had a dull-normal I.Q. She stated that she planned to go to high school and after that she wanted to go to college. Her parents wished to have her go to college. The family lived in the middle states before going to Indianapolis, however, since they had been in Indianapolis, girl 61 had lived with a relative. Girl 61 had lived in only one house which was rented and in which two

families lived in three rooms. None of the relatives belonged to the Y.W.C.A. and girl 61 was not a Girl Reserve although she had been in the past. The girl owned a library card but had not used it during the past month. No social clubs were listed and hobbies were dancing and skating. Girl 61 did not take part in any of the activities after school, played no musical instrument and did not go the community center. All of the members of the family belonged to the Baptist church. Adult occupations were listed in group five.

Girl 50 was sixteen years of age. She had a normal I.Q. and wanted to go to high school. After high school she had no plans. The father and mother wanted her to go to high school if possible. The parents of girl 50 moved to Indianapolis from the South and the girl was born in the border states. At the time of the study the family lived in a seven room house which they were buying. This was the only house in which they had ever lived in Indianapolis and two families occupied the dwelling. Neither the girl nor her parents took part in any school or community activities. The whole family belonged to the same church. The occupation of the father was classified in group five while the mother stayed at home.

In Fig. 2 attention should be called to girls

a. Connected to same number on Figure 1.
e. Connected to same number on Figure B.
f. Connected to same number on Figure C.

65, 109 and 104 because they were among the most popular girls in the group. Girl 65 had the largest number of mutual friends of any girl in the entire group of 111 students. Girl 109 had two mutual friends, 65 and 104, and was chosen as best friend by five additional girls. Girl 104 had three mutual friends and was chosen by three girls whom she did not choose. Girls 65 and 104 were connected by 109 but each of them was part of another "clique". Original data indicated that the girls were very much alike in many respects. The I.Q. rating of the girls was the same--normal, yet, they received grades on report cards which were equal to those received by the girls with the higher ratings. They had each been on the A or A plus honor roll since entering the junior high school. The girls each lived in the same type of community. Girl 104 was 15 years of age while the other two were fourteen. All of them planned to go through high school and college except 104 who stated that she would like to be a beautician and planned to take a course in beauty culture when she graduated from high school. The parents' wishes concerning education of the girls were the same as those of the girls and fathers and mothers seemed to agree. Girl 109 moved from one of the border states to Indianapolis, while the remaining two had always lived in the North. Families

of 109 and 65 moved from the border states, but stated that they had lived in the North for a number of years. Girls 104 and 109 lived with both parents, 65 lived with her mother, and all of them had always lived with their own families. Five houses had been lived in by 65 while two had been lived in by the others. The family of girl 104 owned their home and the others rented. In each case there was only one family living to a house and each contained five rooms. The mother of 65 belonged to the Y.W.C.A., and all mothers belonged to the school PTA. The girls did not belong to the Girl Reserves and only 104 had belonged in the past. All of them owned library cards and used them regularly. The girls all went to the theater in the afternoon. Girl 65 stated that she had attended at night. No social clubs were mentioned but the girls all belonged to the Indianapolis Federation of Associated Clubs. Girl 65 was the only one who played an instrument. Their hobbies included knitting, dancing, sewing, hair styling, and riding bicycles. During the summer girls 109 and 104 had attended craft classes. The girls all attended church and took an active part in young peoples activities. The parents attended the same church. Classification of the fathers' occupations indicated groups 4 and 5. The mother of 65 did catering which was classified in group III. The other two mothers

did not work away from home.

There were three isolated cases in Fig. 2 namely girls 28, 64, and 89. Examination of their questionnaires indicated that they lived in the same type of community. The girls were in the fourteen and fifteen year age groups. They varied in I. Q's. Girl 28 was in the low bracket of the normal group while 89 and 64 were in the dull-normal group. The girls wanted to finish high school but had no future plans beyond graduation. The parents of the girls wanted them to go "as far as possible". In all three of these cases the girls came from the North, however the families formally lived in the border states and in the South. Two of the girls lived with both mother and father while girl 89 lived with her father. Girl 64 had lived in only one house, but 28 had lived in six, and 89 had lived in five houses. Two of the girls were living in rented houses. The home of the other girl was being bought. The houses contained seven, four, and six rooms with only one family to each house. None of the girls' mothers belonged to the Y.W.C.A., the PTA or went to the community houses. Girl 64 was a Girl Reserve, but neither of the other two had ever been. The girls listed no social clubs, one did not go to the theater at all and the others went at night. No one in the group played a musical instrument, and girl

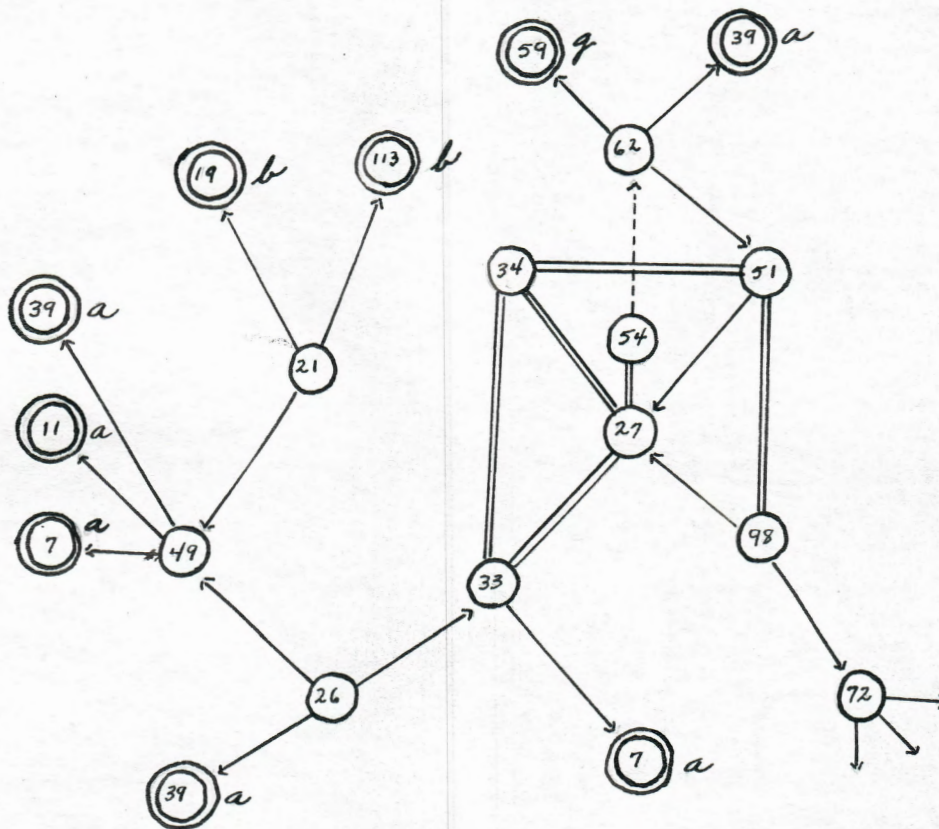


Figure 3.
Friendship Groupings

- a. Connected to same number on Figure 1.
- b. Connected to same number on Figure 2.
- g. Connected to same number on Figure D.

28 stated that she had no hobby. Collecting pictures to make books and playing baseball were listed as the hobbies of girl 64. Girl 89 stated that she liked dancing, cooking and telling stories to children. Fathers' employment was listed in group five and the mothers stayed at home with the exception of 89 who did not know what either her mother or father did.

In Fig. 3, three girls presented rather interesting cases. These were girls 33, 34 and 27. The girls ranged in age from thirteen to fifteen. All of them had average mentality. Girls 33, 34 and 27 lived in a community classified as fair. One of the girls would have liked to work first then go to high school but the others planned to go immediately. All of the girls were planning to go to college. The girls (27, 33 and 34) all came from the North. The families came from all three geographical areas. The girls had always lived with both parents. Two of the homes were being bought and the remaining rented. The girls had lived in from one to six houses. However, only one family lived in a house. The mothers did not take part in Y. W. C. A. or school parent groups but had taken part in the activities at the community center. All of the girls were Girl Reserves and belonged to the Federation of Associated Clubs. The girls had library cards and

used them regularly. Girl 27 did not go to the theater and 34 went only in the afternoon but 33 went either afternoon or evening. Hobbies listed included reading, skating, dancing, printing, writing poems, singing, playing the piano, and swimming. The girls and their parents all belong to churches or attended church services. The girls took part in young peoples' activities. Fathers' occupations fell in group five except in the case of Girl 27 who did not know her fathers' occupation. For mothers' occupations one did day work, one stayed at home and one was not reported.

Figures A-E are sociograms for other girls in the group. These figures can be found in the appendix.

There were certain factors which seemed to influence the girls' choice of friends. One of these factors seemed to be age. For this reason the friendship selections for all of the girls in the group were analyzed. Selections of girls by age are shown in Table 21. These data indicate that the youngest girls tended to choose older girls; that the fourteen year old group tended to choose girls their own age or older; and that the older girls chose younger girls.

Table 21

Friendship Selections Based on Age

Age	Age of Girl Selected				Age Preference
	13	14	15	16	Age
13 yr.	2	5	3	0	14
14 yr.	16	91	30	3	14
15 yr.	3	32	40	5	15
16 yr.	1	4	4	1	14-15
17 yr.	1	1		1	0

Another factor that seemed to make a difference in the choice of friends was that of mental ability. In order to discover whether or not this relationship actually existed for the whole group, girls were classified according to three types of friendship status; (1) mutual friends, (2) girls chosen by one or more girls, (3) girls chosen by no one. The group was further classified according to their intelligence ratings namely; (1) above normal, (2) below normal, and (3) normal. The friendship selections of the girls according to this classification can be found in Table 22.

Table 22

I. Q. Ratings Of Friends Selected

The Girl	Above Normal	Normal	Below Normal	Outside
<u>Above Normal</u>				
Mutual friends	13	14		
Girls chosen by one or more		3		
Girls chosen by none		9		
<u>Normal</u>				
Mutual friends	15	121	4	10
Girls chosen by one or more	6	47	8	3
Girls chosen by none	5	19	3	4
<u>Below Normal</u>				
Mutual friends		8	2	
Girls chosen by one or more		9	2	4
Girls chosen by none	1	14	1	6

It did not seem necessary to use statistical measures for interpreting these data, because the tendency seemed to be for all girls to choose the girls in the normal group. The girls in the above normal group, whether mutual friends, girls chosen by one or more girls, or girls chosen by none, chose friends in the above normal and normal groups. The girls in the normal and below normal groups chose their friends in each of the three groups. In the below normal group

there was only one friend chosen in the above normal group.

Another factor seemed to be the type of neighborhood in which the girls lived. In this study the neighborhoods were divided into three groups and the girls were classified as to whether they lived in a good, fair, or poor neighborhood. These were further classified as to whether they were (1) mutual friends, (2) girls chosen by one or more girls or (3) girls who were chosen by none of the girls. A correlation coefficient of .018 shows that there was little relationship between the girls' selections of friends and the type of neighborhood in which they lived. (See Table 23.) This lack of correlation might have been due, in part at least, to the way in which neighborhoods were classified.

Table 23

Neighborhoods In Which Girls Lived
Classified According to Friendship Groupings

Classification of Girl	Good	Fair	Poor
One or more mutual friends	8	36	21
Girls chosen by one girl or more	0	18	7
Girls chosen by no girl	0	15	6

In table 24 the writer tabulated the data regarding housing status of the friends whom the girls selected. These were divided into three groups namely those who owned (or were buying) those who lived in rented homes and those who lived in rooms. No statistical treatment seemed necessary since inspection indicated that there was no relationship between this factor and the girls friendship selections.

Table 24
Housing Status Of Friends Selected

Classification of Girls	Own	Rent	Room	Outside of Group
<u>Own</u>				
Mutual friends	30	30		1
Girls chosen by one or more	10	4		1
Girls chosen by none	2	10		5
<u>Rent</u>				
Mutual friends	49	65		
Girls chosen by one or more ?	15	20		
Girls chosen by none	6	5	2	70
<u>Room</u>				
Mutual friends				
Girls chosen by one or more		4		
Girls chosen by none	1	2		3

The occupation of the fathers or mothers did not seem to be a factor influencing the friendships of the

girls. In order to determine more accurately whether or not there was a relationship between mothers' occupations and friendship selections of the girls, data were organized as shown in Table 25. It was decided to use the occupation of the mother because, in many cases, the fathers' occupations were found to be in group four or five. The correlation coefficient was found to be positive (.233). This indicated a slight tendency for girls to choose friends whose mothers' occupations were within the same group.

Table 25

Occupational Status Of The Mothers Of The Friends

Selected By The Girls

Classification of Girls	Group I (Stay at Home)	Group III (Skilled Labor)	Group V (Day Work)
	Group II (Professional)	Group IV (Unskilled Labor)	Group VI (Do not know)
<u>Groups I & II</u>			
Mutual friends	49	9	35
Girls chosen by one or more	10		2
Girls chosen by none	14	3	9
<u>Group III & IV</u>			
Mutual friends	18	8	7
Girls chosen by one or more	2	2	
Girls chosen by none	1	1	1
<u>Groups V & VI</u>			
Mutual friends	26	9	33
Girls chosen by one or more	10	2	19
Girls chosen by none	5		11

There were listed in the entire questionnaire nine activities in which girls could participate.

Activities for each individual girl were tabulated separately. The coefficient of correlation between the number of activities for each girl and her potentialities for making friends was computed.¹ This coefficient was found to be .385 which indicated that there was a tendency for the girls who participated in the largest number of activities to be chosen most often. (See Work Sheet 8 in the appendix)

When this study was planned the writer had accepted an objective for home economics that Spafford discussed in the following quotation.

Interrelationships between individuals and groups make up much of life. Ability to understand differences in points of view, to adapt oneself to social situations, to work successfully with others, to achieve the social maturity appropriate for the age level is essential to successful living with other people. The influence of the home in personality development cannot be overestimated. Home economics should, then, center attention on assisting the individual in achieving wholesome personality and in working out satisfying personal and social relationships.²

¹ For the purpose of this study although a girl did not have mutual friends if she was chosen by others she was considered as having potentialities for making friends.

² Spafford, Ivol, and others. Home economics in general education at the secondary level. Minneapolis, Minn. Burgess Publishing Company. p. 7. 1939.

Teachers interested in helping students with social relationships should determine the friendship status of each member of her classes. Only when a teacher has this information can she plan individual conferences or class work that will help students make the most satisfactory adjustments to their peers. A sociogram could easily be made by any teacher because the technique for preparing a sociogram is simple and takes a short time when the information received is considered.

The teacher who is concerned about friendship status of girls should probably see that girls are given opportunities for participation in the extra-class activities of the school. Support of this statement may be found in the positive relationship between the number of activities of girls in the study and their success in attracting friends. This participation should teach girls how to work together in large groups as well as in small groups such as committees.

Adolescents are concerned about being accepted by their own group, therefore, teachers can often do the most effective teaching when they help students meet desirable peer standards. For example, generalizations which apply to money or time management may be taught through grooming problems if such problems are taught in terms of desirable standards of the peer group.

SUMMARY

The purposes of this study were: (1) to discover the type of friendship selections among ninth grade girls at John Hope School; (2) to discover relationships between friendship status and certain other factors in the environment.

Factors in the general environment of the girl which it was believed might effect her friendship selections were: (a) housing of the family (b) origin of the family (c) status of the family as indicated by occupation (d) community activities of the family (e) leisure time activities (f) parents' plans for the education of the girls. All of these factors were used to describe the girls as a group. Certain of the mutual groups or isolated girls were described in relation to these factors.

A sociogram following the technique developed by Moreno was used to discover how girls in the study should be classified according to types of friendships that they had formed within the group. Friendships were classified as (1) mutual friends, (2) girls chosen by one or more girls, and (3) girls chosen by none of the girls. Two summaries of cases were made of the most unusual girls: (1) the only totally isolated girl in the group, and (2) the girl who was chosen by seven other girls.

Factors of environment found to have no apparent relation to the friendship status of girls were, (a) types of neighborhood, and (b) ownership of homes. In regard to personal characteristics of girls, data indicated there was no relationship between age of the girls and friendship status. This may have been due to the fact that most of the girls were fourteen years of age. There was a tendency for all of the girls to choose friends from the normal I. Q. group. Correlation coefficients were computed for the relationship between occupation of the mother, types of neighborhoods in which the girls lived, and activities of the girls. A positive correlation .38 was found when activities of the girls were compared with friendship status. There was no apparent relationship between friendship status and other factors.

As a basis for planning curriculum experiences the writer believes that the teacher should discover the friendship groupings of the girls in her class. Knowledge of the friendship status of individual girls should help the teacher plan most effectively for individual and group conferences. The teacher who is concerned about friendship status of girls should probably see that girls are given opportunities for participation in the extra-class activities of the school.

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58.

APPENDIX

QUESTIONNAIRE

Please answer the following questions to the best of your ability. If you are doubtful about the correct answer leave the space blank until you have secured the correct information.

1. Name _____
2. Age _____
3. Present address _____
4. What do you plan to do at the end of the
(a) ninth grade _____

(b) High School _____

5. How far does your Mother want you to go in school? _____

6. How far does your Father want you to go in school? _____

7. If you do not know what your parents attitude is concerning your education, check here
Mother _____ Father _____
8. Name the city and state in which you lived at least a year before coming to Indianapolis

9. If you have lived here all of your life, name the city and state from which your parents came

10. Do you live with your Mother and Father or either? _____
11. If you do not live with your Mother and Father with whom do you live?

12. How long have you lived with the family that you live with now? _____
13. How many years has your family lived in Indianapolis, _____
14. Give addresses as nearly as possible of the houses in which you have lived in this city. (List in the order in which you lived in them)

15. Check the following

Do you (a) own your home _____

(b) rent _____

(c) room _____

(d) are you buying _____

16. How many families live at your house? _____

17. How many rooms are there _____

18. Give the ages of the children in each family in the house _____

19. What church do you attend?

Name _____

Address _____

20. Are you a member? _____

If items 19 and 20 are not the same give the name and address of
the church in which you have membership

Name _____

Address _____

21. What church do your parents attend?

Name _____

Address _____

22. What Sunday School do you attend?

Name _____

Address _____

23. To what church organizations do you belong? _____

24. Is your Mother a member of the Y.W.C.A.? Yes _____ No. _____

25. Are you a Girl Reserve? Yes _____ No. _____
Have you ever been a Girl Reserve? If so when _____

26. To what social clubs do you belong? _____

27. Do you own a library card? Yes _____ No _____

28. State the number of times the card has been used by you in the last month?

If you have just taken out your card, state the number of times it has been used by you since you received it _____

29. How often did you attend the theater last month? Afternoon _____

Evening _____

30. List your hobbies _____

31. Do you play a musical instrument? Yes _____ No _____

Name instrument _____

32. Have you ever attended any of the following?

(a) Summer School _____

(b) Vacation School _____

(c) Craft classes _____

33. Have you or your Mother and Father ever taken part in any of the activities at the following?

FLANNER HOUSE HILL CENTER DOUGLAS CENTER NORTHWESTERN CENTER

You _____

Mother _____

Father _____

34. What is your Father's Occupation? _____

35. What is your Mother's Occupation? _____

PROBLEMS

(Please answer on attached sheet)

- I. Let us assume that it does not cost any more to go to the Park Theater than to the Douglas Theater and that you lived within the same walking distance between each. To which theater would you go? Why?
- II. Do you dance? Would you like to? Does your Mother approve? If you wanted to dance away from your own home where would you go?
- III. If the Y.W.C.A. was located at 25th and Martindale Avenue across the street from Douglas Park, would you prefer to go there for swimming or to the park pool? Why?

At which of the two places (Y.W.C.A. or Douglas Park) would you rather spend your free time in

- a. Afternoon (before six o'clock)
- b. Evening (after six o'clock)

- IV. If a cousin or friend your age came to visit you, how would you entertain her? Where would you take her?

- a. first day
- b. second night
- c. third day

9B GUIDANCE RECORD

9B GUIDANCE RECORD—Name of Pupil			
Parent's Cooperativeness in Pupil's Education	Ex.	Fair	Poor
Supervision of Pupil in the Home	Ex.	Fair	Poor
Conditions for Home Study	Ex.	Fair	Poor
Regularity of Attendance	Ex.	Fair	Poor
General Health of Pupil	Ex.	Fair	Poor
Physical Handicap: Permanent		Temporary	
Special Talents and Abilities	Kind of Ability	Member of What Organization	
Personality Rating			Honors and Recognition
	Ex.	Fair	Poor
Industry			
Punctuality			
Dependability			
Cooperation			
Courtesy			
Interest in School			
			Nature of Activity
			Distinction Attained

Indianapolis Public Schools		9B GUIDANCE RECORD		Junior High School Division	
Last Name	First Name and Initial			Sex M F	
Address	* Phone	Color W C		Date of Birth Month Day Year	
Name of Parent or Guardian			Occupation		
Teacher's Rating of Pupil's Academic Ability—I, Superior; II, Above Average; III, Average; IV, Below Average; V, Poor; Vs, Special Cases.					<input type="text"/>
Name of Intelligence					
Test Given.....					Date..... IQ.....
FINAL	English.....		Gen. Science.		Music.....
GRADES	Intro. Lang...		Phys. Ed....		Art.....
IN	Soc. St.....		Indus. Arts...		
8A	Mathematics.		Home Econ...		
From Jr. H. S. No..... to..... High School—Date.....					
* Write "I" for Inside of City or "O" for Outside.					

SUMMARY OF DATA RELATING TO JEAN (GIRL 86)

Out of a group of 111 girls used for this study, Jean was found to be the only one totally isolated. She did not select any one in the class in her choice of three best friends nor was she selected by any of the other girls in the class. Because of this fact the writer felt that it would be helpful in this study to further investigate the case.

At the time of the investigation, Jean was fifteen years of age, having just had a birthday, and lived in what we considered the poorest of the three communities. She entered John Hope School in the lower elementary grades having come directly to Indianapolis from a rural area in the South where her parents had always lived. The family was composed of four people including the mother and father and two girls both of whom, the mother stated, were born when she was a "mere girl."

Jean, the younger of the two girls, was a small built girl with the appearance of being a little underweight. She was a very attractive girl with unusually clear, dark reddish-brown skin, sparkling dark brown eyes with long curled lashes deeply set in a well shaped face, very keen features and curly black hair. Jean, who was usually found to be ready to talk both in class and out, had an "always ready smile" and wore very attractive and well

selected clothing. This was the writers' impression of Jean as she entered the seventh grade and took her first courses in home economics. The family was familiar to the writer since the older girl had been in home economics classes for the past two years. Although the two girls looked a great deal alike the older one was not nearly so attractive as Jean. She had light brown skin a few shades lighter even than that of the mother. Her coloring was more like that of the father but the mothers' people were dark.

The change in physical appearance in Jean was so gradual over the three year period that it was hardly noticeable. Irregular school attendance was the first sign of difficulty. Previous to this time it should be mentioned that Jean's friends were among the most outstanding girls in the school. When she selected table mates the first half of the ninth grade they were girls of an entirely different type. Jean was very quiet, never seemed as happy and was wearing her hair in the most unbecoming, "too grown up" style. Her clothes seemed of a different type and never seemed as fresh and clean as previously. It was beginning to be evident that Jean was not getting along well with her table mates but she had been absent so much it had not been possible to help the girl with her problem.

The school social worker was called in on the case

because of the attendance record and found that Jean was living in the home of a relative with whom she had been staying for over a year. The relative had no control over Jean and stated that the girl went to dances and stayed out too late at night. Lately she was spending week ends with some of her friends, the relative said. The social worker was able to get her back in school but all during the semester it was necessary to visit her home because of absence or tardiness.

During the second half of the ninth grade Jean filled out a questionnaire and in making the class sociogram, she was found to be totally isolated.

Jean did not know her parents' attitude toward her education and had no particular plans herself.

She did not belong to any social club and although she had been a Girl Reserve she was not one now. She did not attend any church but stated that she had always gone to a Methodist Sunday School until recently. The parents had no church affiliations and did not take part in any of the school or community activities. No hobby was listed but in the interview she stated that she used to like riding a bicycle, dancing, collecting stamps, and designing doll dresses but that she didn't do any of them any more except dance so she didn't list them. She also mentioned that she used to like to read a great deal. Space for father's occupation was left

blank and mother's occupation was in class five.

In the section of the questionnaire concerned with girls choices of activities, Jean stated that she would rather go to the Park theater because it was nicer but she went to the Douglas because that was where her friends went.

For dancing away from home she mentioned the Paradise Ballroom, which is a rather cheap dance hall located on Indiana Avenue, or the Sunset Terrace.

In choosing between recreation at the park or the Y. W. C. A. she chose the park because she said she didn't enjoy going to the Y. W. C. A. very much any more since she no longer took part in the activities there and didn't go around with those girls very much any more. The fourth problem pertaining to the entertainment of a friend was left blank with merely the statement that she was not sure.

In talking to Jean she stated that she and her sister had never gotten along very well and that the mother seemed to like the sister better. Her mother and father had gotten a divorce after which she said her mother was not nearly as nice to her as she had been when the father was at home. Jean said that now her mother had a boyfriend whom she "hated" so she started staying with her cousin. Later Jean stated in a rather matter-of-fact and rather indifferent manner:

"My mother does not like me because I am dark!"

Since that questionnaire was given, Jean has been sent to the correctional school for delinquent girls.

SUMMARY OF DATA RELATION TO DORIS (GIRL 47)

Doris was in the 9A grade at John Hope School which she had always attended. She was chosen by seven girls in the group. All of her choices were outside of the class. When she was six years of age her mother, divorced for four years, was remarried. The new father had a daughter two years older than Doris. The girls liked each other from the start and have continued to live together harmoniously. Doris soon learned that she could "get things" more easily from her step-father while the opposite seemed to be true of the sister. Physical characteristics of both girls were similar even though they did not look exactly alike. Doris could be considered a very attractive girl with clear, smooth brown skin and attractive features. Her hair, which was worn curled at shoulder length, was very dark brown. She appeared to be average in weight with a very "fashionable" yet not too slender figure.

That the child had a very keen sense of humor was immediately noticeable and in conversation she seemed to use all of her facial muscles to help express her thoughts. It was with ease that Doris gained many friends.

Doris was one of a large group of girls with normal I. Q. rating, was fourteen years of age and had always lived with her own family. Both parents (mother and step-father) came to Indianapolis from the border states but the girls were both born in the North.

During Doris' life, the family had lived in two houses, both of which were rented. They lived in the district which in this study was considered the poorest. Theirs was the only family in the six roomed house in which they lived. The girls had a large bedroom which they shared.

There was indecision as far as education was concerned. She thought she would like to go to college but seemed actually more interested in taking a business course. Both parents wanted her to at least finish high school.

Concerning community activities the father did not participate in any and although the mother did not take an active part, she attended meetings held at the Community center and came to the school for special parents meetings. The entire family belonged to the Baptist Church and the girls took some part in young peoples' activities.

Doris owned a library card which she used frequently, went to the theater most often in the evening and belonged to the Federation of Associated Clubs as well as other

social clubs that she did not name. The Girl Reserves were "too babyish" she said, and she had not been a member since she was in the fourth grade.

For a hobby, collecting records by famous bands was listed first while dancing was listed second.

When asked her preference concerning the Park Theater and the Douglas, she stated that she would prefer the Park because of the pleasant atmosphere, sanitary conditions, location of the theater, type of pictures shown and kind of people who went there.

Doris further stated that she did dance, her mother did approve and that if she wanted to dance away from home she would go to the home of a friend.

Concerning swimming, she would rather swim at the Y. W. C. A. than at the pool in Douglas Park because you had to have a physical examination before going in the Y. W. C. A. pool. She stated that she would not want to spend her time in the evening at either the park or the "Y." unless there was something special going on but she liked to swim there in the afternoon.

In entertaining a guest, Doris stated that the first day after she had rested she would take her to meet some of her friends. The second night she would entertain her in her home and the third day she would like to take her to see some of the places of interest in Indianapolis.

When asked about her friends, Doris stated that she liked older girls better. She said they always had their own money to spend and could buy their own clothes. She later remarked that she liked to go shopping with them for perfume and hose. As an after thought she said "good perfume". Doris and her sister both had dates and "regular" boy friends but usually went on their dates together.

The mothers' frequent comment was "the girls seem so grown up!"

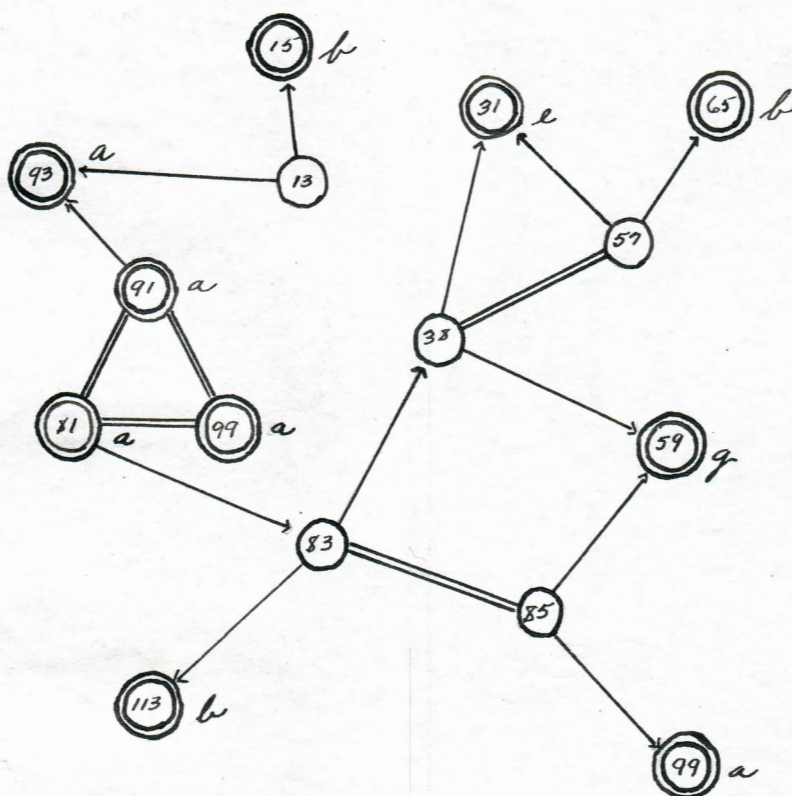


Figure A.

Friendship Groupings

- a. Connected to same number on Figure 1.
 b. Connected to same number on Figure 2.
 c. Connected to same number on Figure 3.
 d. Connected to same number on Figure 4.

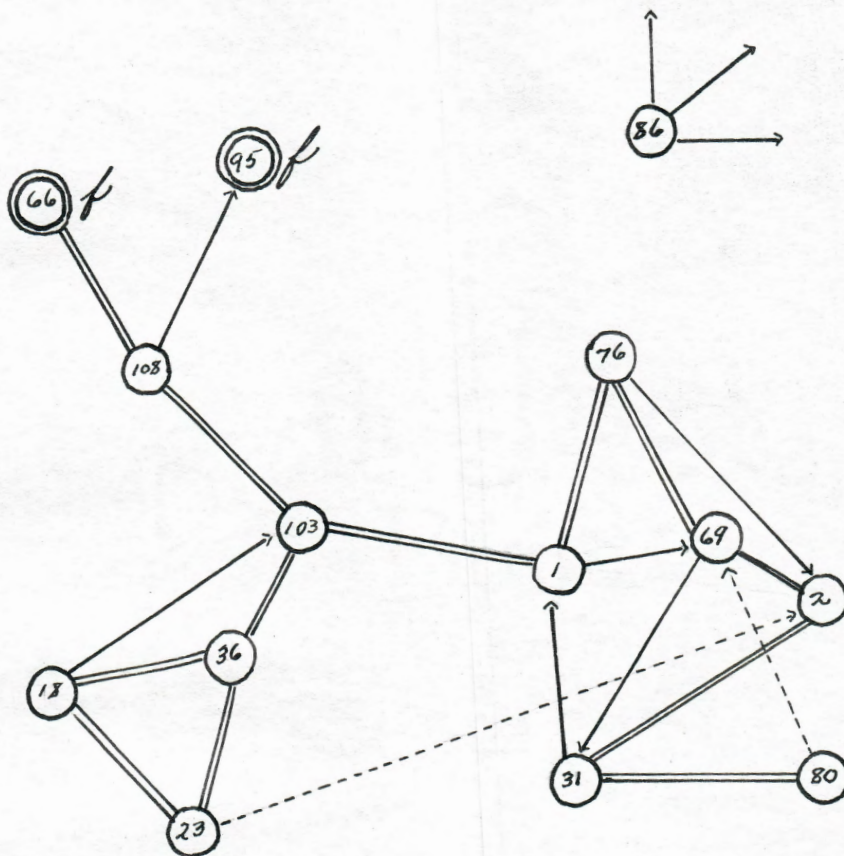


Figure B.

Friendship Groupings

f. Connected to same number on Figure C.

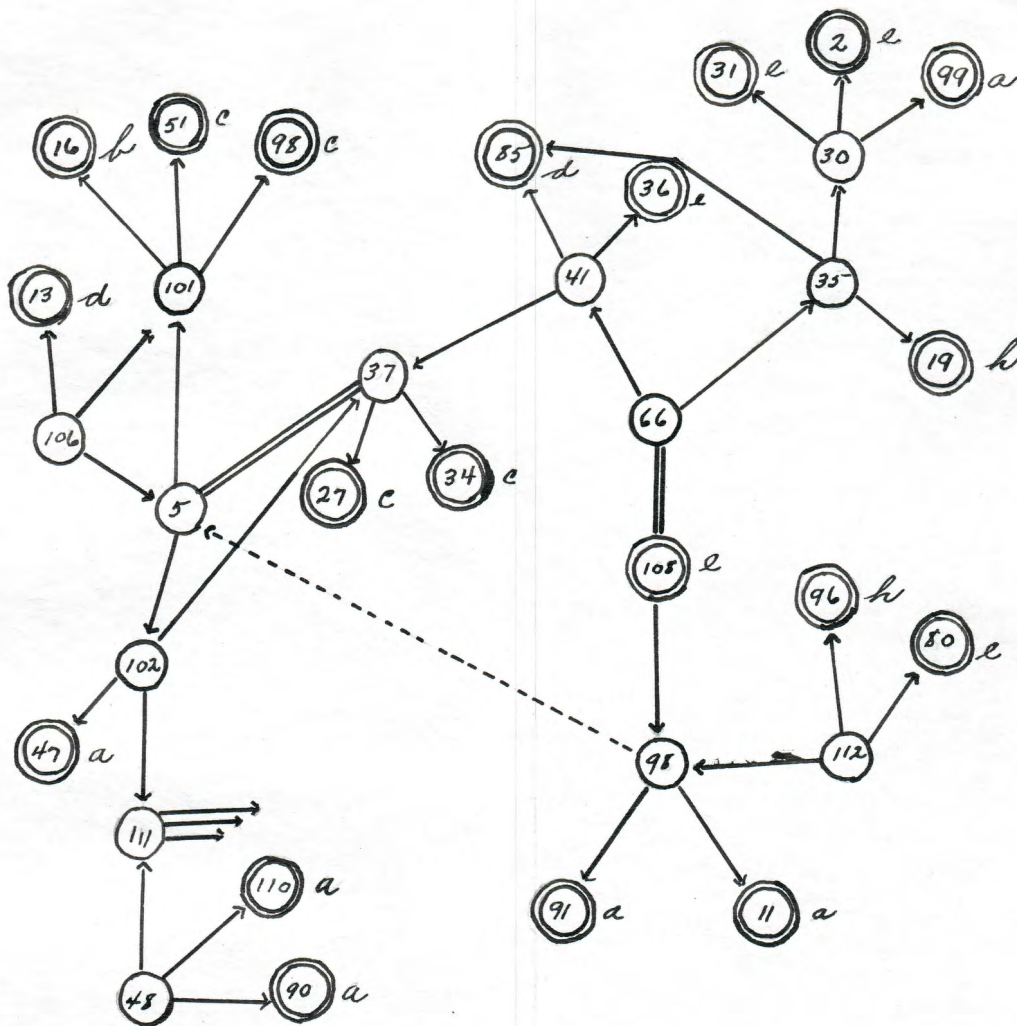


Figure C.

Friendship Groupings

- a. Connected to same number on Figure 1.
- b. Connected to same number on Figure 2.
- c. Connected to same number on Figure 3.
- d. Connected to same number on Figure A.
- e. Connected to same number on Figure B.
- h. Connected to same number on Figure E.

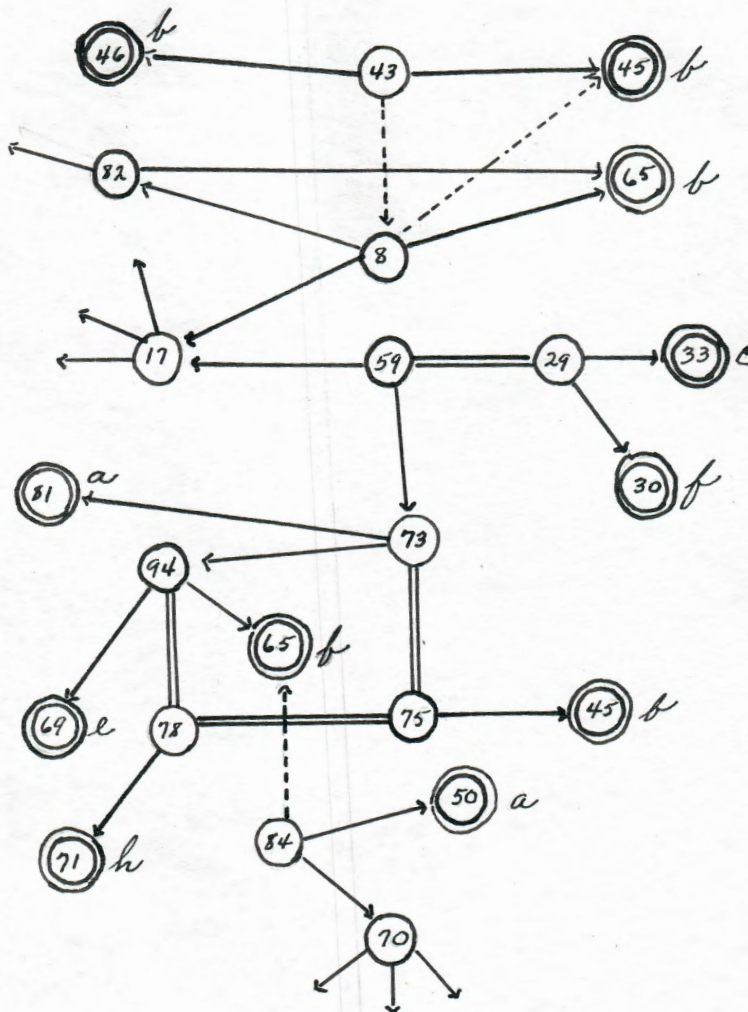


Figure D

Friendship Groupings

- a. Connected to same number on Figure 1.
- b. Connected to same number on Figure 2.
- c. Connected to same number on Figure 3.
- e. Connected to same number on Figure A.
- f. Connected to same number on Figure B.
- h. Connected to same number on Figure E.

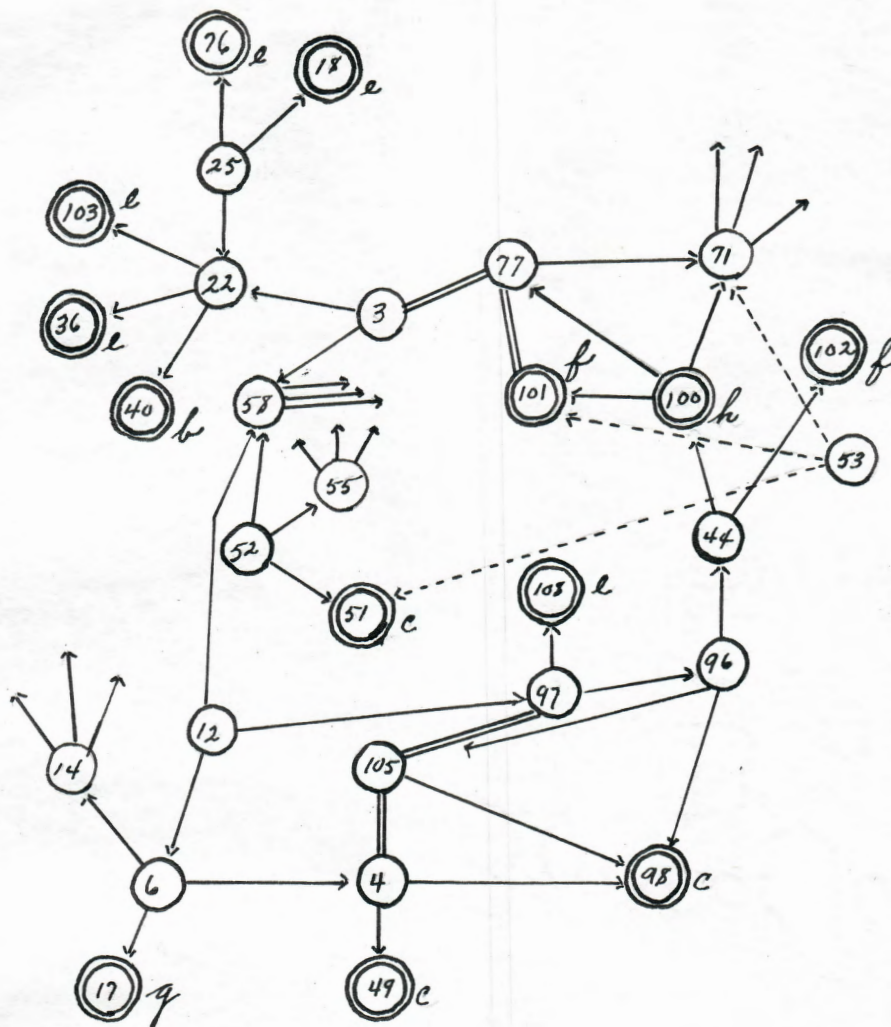


Figure E.

Friendship Groupings

- b. Connected to same number on Figure 2.
- c. Connected to same number on Figure 3.
- e. Connected to same number on Figure B.
- f. Connected to same number on Figure C.
- g. Connected to same number on Figure D.

Work Sheet 1

Friendship Groupings

1	76 103* 69	11	47 7* 39	21	49 19 113	32	111 113 28
2	31* 69* 80*	12	97 6 -	22	103 36 40	33	27* 34* 7
3	77* 22 58	13	15 38 93	23	18* 36* 2	34	27* 33* 51*
4	0 0 0	14	0 0 0	25	76 18 22	35	19* 30 85
5	37* 101 102	15	16* 104* 40*	26	49 33 39*	36	18* 23* 103*
6	17 4 14	16	104* 113* 15*	27	34* 54* 33*	37	5* 27 34
7	39* 11* 26*	17	0 0 0	28	113 93 109	38	31 57* 59
8	65 45 17	18	36* 23* 103	29	59* 33 30	39	7* 110* 92*
9	47 67* 90	19	65* 35* 45	30	31 2 99	40	13 15* 63
10	79* 74* 38	20	19 65 109	31	2* 80* 1	41	36 85 37

* Mutual friendships

Work Sheet 1 Continued

Friendship Groupings

42	46 45* 65	52	58 55 51	63	109 31 104	73	81 94 75*
43	45 46 8	53	101 71 51	64	115 16 113	74	79* 10* 89
44	101 102 100	54	51 27* 62	65	19* 45* 109*	75	73* 45 78*
45	42* 46* 65*	55	0 0 0	66	108* 35 41	76	2 69* 103
46	45* 65 104	56	90 50* 110	67	90* 9* 47	77	101 71 3*
47	0 0 0	57	38* 65 31	68	47 9 16	78	75* 71 94*
48	111 110 90	58	0 0 0	69	76* 31 2*	79	10* 74* 1
49	7 11 39	59	29* 17 73	70	0 0 0	80	2* 31* 69
50	91 56* 88	61	72 53 68	71	0 0 0	81	99* 83 91
51	34* 98* 27	62	39 59 51	72	0 0 0	82	0 65 8

*Mutual Friendships

-Work Sheet 1 Continued

Friendship Groupings

83	85* 113 38	93	90 110 47	103	36* 1* 108
84	65 50 70	94	78* 69 65	104	109* 16* 15*
85	83* 99 59	95	11 91 5	105	98 4 97*
86	0 0 0	96	105 98 44	106	5 101 13
87	92 99 20	97	108 105* 96	108	103* 66* 95
88	38 79 10	98	72 51* 27	109	65* 104* 19
89	0 87 0	99	81* 83 91*	110	90* 39* 47
90	110* 47 67*	100	71 77 101	111	0 0 0
91	99* 81* 93	101	98 16 51	112	95 96 80
92	7 11 39*	102	47 37 111	113	109 102 103
				115	109 102 113

* Mutual Friendships

Work Sheet 2

Classification Of Mutual Friendships

One Mutual Friend	More Than one Mutual Friend	No Mutual Friends	
1	2	4	84
3	7	6	86
5	10	8	87
9	15	12	88
11	16	13	89
29	18	14	93
35	19	17	95
37	20	21	96
38	23	22	100
40	27	25	102
42	31	26	106
46	33	28	111
50	34	30	112
54	36	32	115
56	39	41	46 Total
57	45	43	
59	51	44	
64	65	47	
66	67	48	
73	69	49	
76	74	52	
77	75	53	
83	78	55	
85	79	58	
90	80	61	
92	81	62	
94	91	63	
97	99	68	
98	103	70	
101	104	71	
105	108	72	
110	109	82	
113			
Total 33	Total 32		

81.

Work Sheet 3

Number Of Times Girls Were Chosen

Girl	No. Of Times	Girl	No. of Times
1	3	39	6
2	6	40	1
3	1	41	1
4	2	42	1
5	3	43	0
6	1	44	1
7	5	45	6
8	2	46	3
9	1	47	8
10	3	48	0
11	3	49	1
12	0	50	0
13	2	51	5
14	1	52	0
15	2	53	1
16	5	54	1
17	2	55	1
18	1	56	0
19	2	57	1
20	0	58	2
21	0	59	2
22	2	60	0
23	2	61	0
24	0	62	1
25	0	63	1
26	0	64	0
27	4	65	9
28	0	66	1
29	1	67	1
30	2	68	1
31	5	69	5
32	0	70	1
33	4	71	3
34	4	72	1
35	2	73	1
36	3	74	2
37	3	75	2
38	5	76	2

Work Sheet 3 Continued

Number Of Times Girls Were Chosen

Girl	No. Of Times	Girl	No. of Times
77	0	97	2
78	2	98	5
79	3	99	6
80	2	100	1
81	3	101	6
82	0	102	3
83	3	103	6
84	0	104	6
85	1	105	2
86	0	106	0
87	1	107	0
88	1	108	3
89	0	109	8
90	5	110	5
91	4	111	3
92	2	112	0
93	3	113	6
94	1	114	0
95	2	115	1
96	2		

Work Sheet 4

Number of Times Girls Were Chosen

Girls Chosen By No Girls	Girls Chosen By One Girl	Girls Chosen By Two-Four Girls	Girls Chosen By Five or More Girls
12	3	1	2
20	6	4	7
21	9	5	16
25	14	8	31
26	18	10	38
28	29	11	39
32	40	13	45
43	41	15	47
48	42	17	51
50	44	19	65
52	49	22	69
56	53	23	90
61	54	27	98
64	55	30	99
77	57	33	101
82	62	34	103
84	63	35	104
86	66	36	109
89	67	37	110
106	68	46	113
<u>112</u>	70	58	
Total 21	72	59	Total 20
	73	71	
	85	74	
	87	75	
	88	76	
	94	78	
	100	79	
	<u>115</u>	80	
	Total 29	81	
		83	
		91	
		92	
		93	
		95	
		96	
		97	
		102	
		105	
		108	
		<u>111</u>	
		Total 41	

Work Sheet 5

Location Of Friendship Groupings

Figure I		Figure I		Figure II		Figure II	
Girl	Best Friend	Girl	Best Friend	Girl	Best Friend	Girl	Best Friend
7	39 11 26	68	47 9 16	15	16 104 40	63	31 109 104
9	47 67 90	74	79 10 99	16	104 113 15	64	115 16 113
10	74 79 38	79	10 74 1	19	65 35 45	65	19 45 109
11	47 7 39	81	99 83 91	20	19 65 109	87	92 99 20
39	7 110 92	88	38 79 10	28	113 93 109	89	0 87 0
47	0 0 0	90	110 47 67	32	111 113 28	104	109 16 15
50	91 56 88	91	99 81 93	40	13 15 63	109	65 104 19
56	90 110 88	92	7 11 39	42	46 45 65	113	109 104 16
61	72 53 68	93	90 110 47	45	42 46 65	115	109 102 113
67	90 9 47	99	81 83 91	46	45 65 104		
		110	90 39 47				

Work Sheet 5 Continued

Location Of Friendship Groupings

Figure III		Figure IV		Figure V		Figure V	
Girl	Best Friend	Girl	Best Friend	Girl	Best Friend	Girl	Best Friend
21	49 19 113	13	15 38 93	1	76 103 69	108	103 66 95
26	49 33 39	38	31 57 59	2	31 69 80		
27	34 54 33	57	38 65 31	18	36 23 103		
33	27 34 7	83	113 85 38	23	18 36 2		
34	27 33 51	85	83 99 59	31	2 80 1		
49	7 11 39			36	18 23 103		
51	34 98 27			69	76 31 2		
54	51 27 62			76	2 69 103		
62	39 59 51			80	2 31 69		
72	0 0 0			86	0 0 0		
98	72 51 27			103	36 1 108		

Work Sheet 5 Continued

Location Of Friendship Groupings

Figure VI		Figure VI		Figure VII		Figure VII	
Girl	Best Friend	Girl	Best Friend	Girl	Best Friend	Girl	Best Friend
5	37 101 102	106	5 101 13	8	65 45 17	84	65 50 70
30	31 2 99	111	0 0 0	17	0 0 0	94	78 69 65
35	19 30 85	112	95 96 80	29	59 33 30		
37	5 27 34			43	45 46 8		
41	36 85 37			59	29 17 73		
48	111 110 90			70	0 0 0		
66	108 35 41			73	81 94 75		
95	11 91 5			75	73 45 78		
101	98 16 51			78	75 71 94		
102	47 37 111			82	0 65 8		

Work Sheet 5 Continued

Location Of Friendship Groupings

Figure VIII		Figure VIII	
Girl	Best Friend	Girl	Best Friend
3	77 22 58	53	101 71 51
4	105 98 49	55	0 0 0
6	17 4 14	58	0 0 0
12	97 6 58	71	0 0 0
14	0 0 0	77	101 71 3
22	103 36 40	96	105 98 44
25	76 18 22	97	108 105 96
44	101 102 100	100	71 77 101
52	58 55 51	105	98 4 97

Work Sheet 6

Index To Figures

Girl Number	Figure	Girl Number	Figure	Girl Number	Figure
1	5	39	1	77	8
2	5	40	2	78	7
3	8	41	6	79	1
4	8	42	2	80	5
5	6	43	7	81	1
6	8	44	8	82	7
7	1	45	2	83	4
8	7	46	2	84	7
9	1	47	1	85	4
10	1	48	6	86	5
11	1	49	3	87	2
12	8	50	1	89	2
13	4	51	3	90	1
14	8	52	8	91	1
15	2	53	8	92	1
16	2	54	3	93	1
17	7	55	8	94	7
18	5	56	1	95	6
19	2	57	4	96	8
20	2	58	8	97	8
21	3	59	7	98	3
22	8	61	1	99	1
23	5	62	3	100	8
25	8	63	2	101	6
26	3	64	2	102	6
27	3	65	2	103	5
28	2	66	6	104	2
29	7	67	1	105	8
30	6	68	1	106	6
31	5	69	5	108	5
32	2	70	7	109	2
33	3	71	8	110	1
34	3	72	3	111	6
35	6	73	7	112	6
36	5	74	1	113	2
37	6	75	7	115	2
38	4	76	5		

Work Sheet 7

 Activities Participated In By The Group

Mutual Friends	Activities	Chosen By One	Activities	Chosen By None	Activities
1	9	4	7	12	3
2	4	6	5	20	5
3	5	8	5	21	7
5	5	13	3	25	4
7	5	14	0	28	3
9	5	17	7	32	1
10	3	22	4	43	6
11	7	30	4	48	4
15	6	41	7	52	3
17	7	44	5	61	2
18	5	47	1	64	7
19	4	49	5	82	5
23	9	53	6	84	2
26	5	55	0	86	0
27	6	58	0	89	4
29	4	62	5	106	2
31	6	63	5	112	4
33	7	68	3		
34	7	70	0		
35	4	71	0		
36	7	72	0		
37	6	73	4		
38	1	87	5		
39	5	88	6		
40	7	93	4		
42	5	95	3		
45	7	96	0		
46	7	100	5		
50	6	101	6		
51	5	102	5		
54	0	111	0		
56	6	115	4		
57	5				
59	4				
65	7				
66	7				
67	5				
69	5				
74	3				
75	7				
76	8				
77	0				

Work Sheet 7 Continued

Activities Participated In By The Group

Mutual Friends	Activities	Chosen Activities By One	Chosen Activities By None
-------------------	------------	-----------------------------	------------------------------

78	6
79	4
80	5
81	4
83	3
85	3
90	7
91	7
92	5
94	4
97	5
98	5
99	6
103	6
104	6
105	3
108	4
109	6
110	4
113	4

Work Sheet 8

Activities In Which Girls Participated

No. of Girls	Church	Social Clubs	Theater	Girl Reserves	Library	Hobbies	After School Activities	Com. Center	Music
1	X	X	X	X	X	X	X	X	X
2	X		X			X			X
3	X	X	X		X	X			
4	X	X	X	X	X	X	X		
5	X		X		X	X			X
6	X		X	X	X	X			
7		X	X		X	X		X	
8	X	X			X	X			X
9	X		X		X	X	X		
10			X		X	X			
11	X	X	X		X	X	X	X	
12	X		X			X			
13	X				X	X			
14									
15	X		X		X	X	X		X
16	X	X	X		X	X		X	X
17	X		X	X	X	X		X	X
18	X		X			X	X		X
19	X		X		X	X			
20	X		X			X	X	X	
21	X		X	X	X	X		X	X
22	X				X	X			X
23	X	X	X	X	X	X	X	X	X
24									
25	X		X		X	X			
26	X	X	X		X	X			
27	X	X		X	X	X	X		
28	X				X			X	
29	X		X			X		X	

Work Sheet 8 continued

No. of Girls	Church	Social Clubs	Theater	Girl Reserves	Library	Hobbies	After School Activities	Com. Center	Music
30	X	X		X		X			
31	X	X	X	X	X	X			
32									X
33			X	X	X	X	X	X	X
34	X	X	X	X		X	X	X	
35			X		X	X		X	
36	X	X	X	X	X	X	X		
37	X		X			X	X	X	X
38						X			
39	X	X	X		X	X			
40	X	X		X	X	X		X	X
41	X		X		X	X	X	X	X
42	X		X			X	X	X	
43	X		X	X		X	X	X	
44	X		X	X	X	X			
45	X		X	X	X	X		X	X
46	X		X	X	X	X		X	X
47			X						
48	X		X		X	X			
49	X	X	X			X	X		
50	X		X		X	X	X	X	
51	X		X			X	X	X	
52	X		X			X			
53	X				X	X	X	X	X
54									
55									
56	X	X	X		X	X			X
57	X	X	X		X	X			
58									
59	X		X		X	X			
60									
61	X					X			

Work Sheet 8 continued

No. of Girls	Church	Social Clubs	Theater	Girl Reserves	Library	Hobbies	After School Activities	Com. Center	Music
62	X		X			X		X	X
63	X		X		X	X	X		
64	X		X	X	X	X	X	X	
65	X	X	X		X	X	X	X	X
66	X		X	X	X	X	X	X	
67	X	X	X			X		X	
68	X				X	X			
69	X		X		X	X			X
70									
71									
72									
73	X		X		X	X			
74			X		X	X			
75	X	X	X		X	X	X		X
76	X	X	X	X	X	X	X	X	
77									
78	X		X		X	X	X		X
79	X		X		X	X			
80	X		X	X	X	X			
81	X		X	X		X			
82	X		X		X	X	X		
83	X		X		X				
84	X		X						
85					X	X	X		
86									
87	X		X		X	X	X	X	
88	X		X		X	X	X		X
89	X		X		X	X			
90	X	X	X		X	X	X		X
91	X		X	X	X	X	X		X
92		X	X		X	X	X		
93	X	X				X		X	
94			X	X	X	X			

Work Sheet 8 continued

No. of Girls	Church	Social Clubs	Theater	Girl Reserves	Library	Hobbies	After School Activities	Com. Music Center
95	X		X			X		
96								
97	X		X		X	X		X
98	X		X			X	X	X
99	X		X	X	X	X	X	
100	X		X		X	X		X
101	X		X		X	X	X	X
102	X		X	X	X	X	X	X
103			X	X	X	X	X	X
104		X	X		X	X	X	X
105	X		X			X		
106	X					X		
107								
108	X				X	X		X
109	X	X	X		X	X	X	
110	X		X	X		X		
111								
112	X		X			X	X	
113	X		X		X		X	
114								
115	X		X		X	X		